**I. Организационный момент. 2 мин**

**Teacher:**  Good morning my dear boys and girls! I am glad to see you! How are you?

*Pupils : We are glad to see you too.*

**Teacher:**  Today we have an unusual lesson. We have a lot of guests and I am glad to see them**.**

**Teacher:** Sit down, please! Let’s begin our lesson. What seasons do you know?

*Pupil 1:* *winter, spring, summer, autumn*

**Teacher:** P2-What season do you like?

*Pupil 2:*

**Teacher:** And you P3? What season do you like?

*Pupil 3:*

**Teacher:** And you P4? What season do you like?

*Pupil 4:*

**Teacher:** And you P5? What season do you like?

*Pupil 5:*

**Teacher:** What season is it now P5?

*Pupil 5:*

**Teacher:**  P5, Do you like spring?

*Pupil 5:*

**Teacher:** And what about the weather ? Do you like the weather today?

*Pupil 5*:

**Teacher:** Why do (don’t) you like the weather today**?**

*Pupil 5:*

**Teacher:** Well. Sit down.

**II. Этап целеполагания и мотивации к учебной деятельности. Формулирование темы урока, постановка цели . 4 мин**

**1.Просмотр видеоролика «Песня Земли»** ***.***

**Teacher:** And now look at the screen. I want you to watch video and after you have watched it you’ll say what we are going to speak about during our lesson.

*(Учащиеся смотрят видеоролик)*

**Teacher:**  Can you guess the theme of the lesson? What are we going to discuss?

*Pupil*s: Р1 - about ecological problems;

Р2 - How to save our planet;

Р3 - about protection of the Earth

***(****Nature, Pollution, Environment , Ecology ) - предполагаемые ответы учащихся*

**2.Объявление темы**

**Teacher:**  Yes, you are right! The theme of our lesson is “Ecology and Environment” – (*на экране слайд с названием урока) ( 1 слайд)*

**Teacher:** The motto of our lesson is "If you don't think of the future, you will have nothing". *(English writer John Galsworthy). ( 2слайд)* Let’s read this motto all together. Can you translate this statement into Russian?

**Teacher:** It is not a secret that our planet is in danger. You know that people all over the world are worried about our environment. We’ll try to discuss some environmental problems and how to protect our planet.

**Teacher:** We’ll revise everything we have learnt about environment. At the end of the lesson you must make a conclusion: What must we do and what must we not do if we want to live on the beautiful planet.

**III. Этап актуализации знаний по теме (3мин )**

**1. Актуализация ранее изученной лексики.** *(Работа с кластером у доски****)***

**Teacher:** When we say that the Earth is in danger, what is in danger? What is the most important ecological problem?

**Teacher:** We know that one of the most important problems is “ Pollution”.

*(В самой середине доски ставится слово* ***Pollution,*** *от него стрелки**и рамки для слов)*

**Teacher:** Look at the blackboard, please. You can see the words on it. Answer my questions. What kinds (types) of environmental pollution do you know? Can you choose the words that refer to the word pollution?

Choose the correct words, read, translate and stick them to the right places. Who wants to come to the board? *P1* come to the blackboard.

Pupil 1: (*Water Pollution, Air Pollution, Soil pollution ) ставuт вокруг слова Pollution*

**Teacher:** The second question is : What causes air pollution? **(***cars and factories, toxic fumes, power stations*) Choose the correct words to the word “air pollution “ Read , translate and stick them to the right places*.*

Pupil 2: *(прикрепляет слова* *на доске)* **Teacher:** The third question is: What causes water pollution? ( *oil, toxic waste, acid rain)* Choose the correct words to this word, read, translate and stick them to the right places*.*

Pupil 3: *(прикрепляет слова на доске)* **Teacher**: The next question is : What causes soil pollution? ***(****rubbish, acid rain, factory waste )* Choose the correct words to this word, read, translate and stick them to the right places*.*

Pupil 4( *прикрепляет слова* )

**3**.**Выражение собственных мнений. (***Фронтальный опрос****)* (3 мин) Teacher:** The world is our home and we must take care of it. What can we do to protect it? Let’s exchange our views on this global problem of how to protect our planet.

Pupils : *(P1, P2,P3 … ……)- ответы учащихся*

**IV. Проверка домашнего задания (5 мин)**

**Teacher:** Now let’s listen to the mini-projects. Your home task was to write about ecological problems in our republic and what we can do to solve them. *P1* has prepared some information about water pollution and present it to the class. Let’s listen to *P1.*

*Pupil 1 (подготовленный проект)*

**Teacher*:*** *P2* has also prepared some information about air pollution. Let’s listen to *P2* .

*Pupil 2 (подготовленный проект)*

**V. Активизация грамматического материала  6 мин**

And now, we work in pairs.

*1.Fill in the gaps with* ***between***  *and* ***among*** *( Вставить предлоги)*

1. She was standing \_\_ Kate and Susan. 2. The house was built \_\_ the trees. 3. Paul divided the money \_\_ his wife and his sons. 4. Pete has a lot of businessmen \_\_ his friends. 5. Steve was standing \_\_ his classmates. 6. I think Mary will have to choose\_\_\_ you and me.

-Now exchange with your cards and check up each other’s work.

*2. Complete the sentences with reflexive pronouns (****myself****,* ***yourself, himself, herself, ourselves, yourselves, themselves)***

1. I am angry with \_\_\_\_\_\_\_\_\_\_.

2. He fell down and hurt \_\_\_\_\_\_\_\_\_\_.

3. We are sure of \_\_\_\_\_\_\_\_\_\_.

4. They did everything \_\_\_\_\_\_\_\_\_\_.

5. Did you translate the text \_\_\_\_\_\_\_\_\_\_.

6. I saw everything \_\_\_\_\_\_\_\_\_\_.

7. The knife was sharp, and she cut \_\_\_\_\_\_\_\_\_\_.

8.They introduced \_\_\_\_\_\_\_\_\_\_.

**VI. Релаксация 2 мин**

**Teacher:** It’s time to have a rest. (*Включается музыка - релакс*)

Please, close your eyes, imagine that you are in the forest. Relax and listento the sounds of nature.

**VII. Аудирование 4 мин**

**Teacher:** We work in pairs. I give you some cards with the task.Now listen to the dialogues and say when these people are talking.

*(Ученики слушают и выполняют задание)*

Now exchange with your cards and check up each other’s work.

**VIII. Этап закрепления 7 мин**

**1.Работа по книге ( групповая работа)**

**Teacher:**

Now open your books at page number 60. You task is to read the text and say what title you can give it. I give you 2 minutes. Please, read the text.(*читают про себя).*

Are you ready?

**Teacher:**

What title have you given the text, the first group?

*( Дают название.)*

And what title have you given the text, the second group?

*( Дают название.)*

And you, the third group?

*( Дают название.)*

**Teacher:** Now I give you cards with English word combinations. Your task is: Find in the text the English equivalents for these word combinations: I give you 2 minutes for preparation.

1группа

чтобы мы смогли жить - чистая вода, чтобы пить -

воздух, которым дышат -

находятся в опасности -

2 группа

мир - это наш дом

мы вырубаем леса -

мы загрязняем окружающую среду -

сливаем ядовитые отходы в наши реки -

3 группа

атомные электростанции загрязняют воздух-

болезни века-

если хотят выжить-

защитить все живые существа**-**

Read the English equivalents for these word combinations. (Уч-ся зачитывают найденные выражения)

**2. Работа в группах**  **«How we can help our planet».** **(3 мин)**

*( Делаем дерево «защиты окружающей среды»)*

And the last task. Discuss in groups how we can help our planet. Write down your ideas on these leaves and then stick them on the tree. This tree will show our respect to nature and our wish to save our beautiful planet for the next generations. I give you 1 minute.

Are you ready?

-First group one by one read your suggestions, come to the blackboard and stick your leaves to the tree.

The second group…………….

The third group ………………

Let our tree will be green, blooming and alive*.*

*(учащиеся пишут свои предложения и наклеивают листочки на ветки)*

**IX. Рефлексия учебной деятельности на уроке****(2 мин)**

**Teacher:** The main problem of the lesson is solved, now you know how we can protect our environment and what we can do.

So pupils what do you think: Was our lesson interesting? Do you like our lesson?

What do you have *P1* known at our lesson? May be something new or interesting?

*Pupil 1 (отвечает на вопрос)*

And you *P2,* What do you have known at our lesson?

*Pupil 2 (отвечает на вопрос)*

And you *P3*, What do you have known at our lesson?

*Pupil 3 (отвечает на вопрос)*

*P4*,What do you have known at our lesson?

*Pupil 4(отвечает на вопрос)*

*Pupil 5 (отвечает на вопрос)*

*Pupil 6 (отвечает на вопрос)*

**X. Подведение итогов. (4 мин)**

*Объяснение домашнего задания. Выставление оценок.*

**Teacher:** Write down your homework for the next lesson. Your home task is……

I enjoyed your work at the lesson. Some of you were very active. Your marks are the following…. Some of you were not so active. I give them marks after I check up their cards.

**Teacher:** Dear friends I’d like to say that everybody should be responsible for his or her actions in order to make the world better. We must take care about the present andfuture life of all living species in the world. Our lesson is over.

Come to me and form a circle .Take a globe that symbolizes our round planet and put your hands on it. We believe that all is in hands of people. We call up “Save Nature and Environment” And as you know the fire symbolizes light.(*можно зажечь свечу*). So let’s make our planet brighter and cleaner.*(Дети становятся в круг, слушают песню “Kids for saving Earth promise song”.* Good byе, my dear friends.